DOCUMENT RESUME

ED 101 092 CE 002 834

TITLE	Career Development in Nevada: Goals and Objectives, a Working Guide.
INSTITUTION	Nevada State Dept. of Education, Carson City.
PUB DATE	Jun 74
NOTE	27p.; For related documents, see ED 078 207 and CE 002 835; The artwork has been retyped and altered manually where necessary to improve legibility
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Curriculum Development; Curriculum Planning; *Educational Objectives; Elementary Education; Goal Orientation; *Instructional Systems; Secondary Education; State Programs; *Statewide Planning
IDENTIFIERS	*Nevada

ABSTRACT

The document represents a conceptual approach through which the application of proven and experimental ideas and practices can be formalized into a total instructional system for all grade levels. The concept points to the need for change in organizing and teaching for living in the real world. The second in the series, the document provides goals, subgoals, and objectives as a framework for the development of a career education curriculum. It is intended to provide a logical goal structure to be used in Nevada's school systems in designing career education learning experiences. The material is designed to help curriculum planners (administrators and teachers) as they develop plans for the implementation of a school career development program. (Author/MW)

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A WORKING GUIDE

GOALS AND OBJECTIVES

NEVADA DEPARTMENT OF EDUCATION

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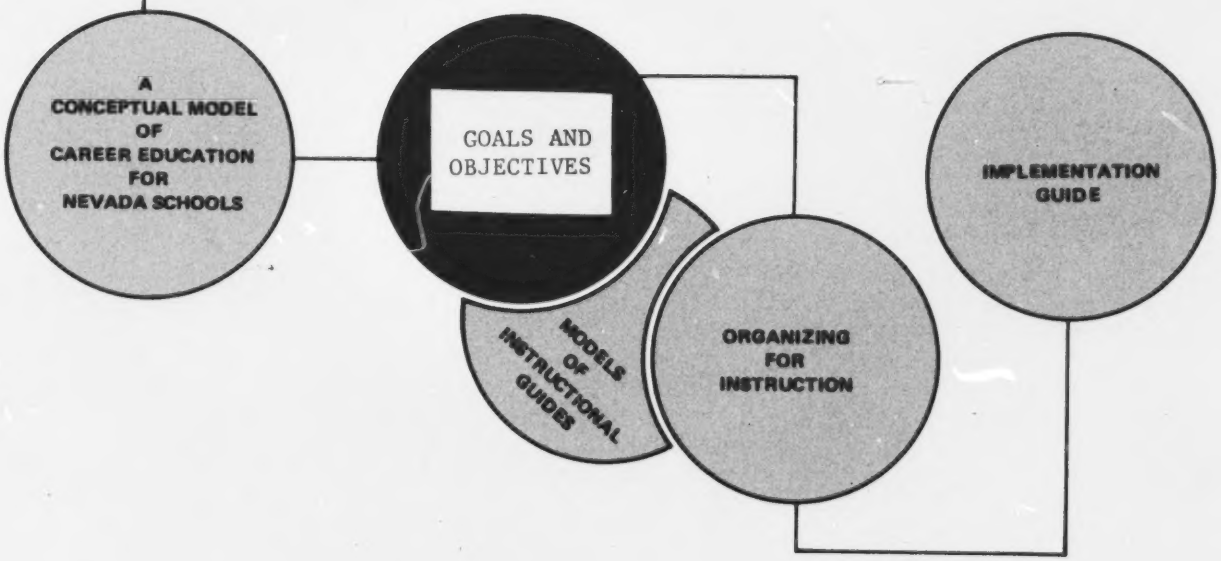
CAREER DEVELOPMENT IN NEVADA


A CONCEPTUAL MODEL OF CAREER EDUCATION FOR NEVADA SCHOOLS
GOALS AND OBJECTIVES
MODELS OF INSTRUCTIONAL GUIDES
ORGANIZING FOR INSTRUCTION
IMPLEMENTATION GUIDE

This publication is one of five developed by the Nevada Department of Education to further Nevada's Career Development Program.

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THE DEPARTMENT OF EDUCATION AND ITS COMMITTEE MEMBERS GIVE SPECIAL THANKS TO THESE EDUCATORS WHO SERVED ON THE LEA REACTION COMMITTEE AND GAVE EXCELLENT HELP AND ASSISTANCE THROUGH THE DEVELOPMENT OF THIS DOCUMENT.

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DEFINITION OF TERMS

AFFECTIVE:	Pertaining to emotion and feeling as it affects the learning process
AWARENESS:	A state of realization or perception
CAREER:	An occupational choice that leads to a livelihood and lifestyle that produces general as well as individual good
CLASSROOM OBJECTIVE:	A specific measurable aim undertaken by a class
COGNITION:	The process of imparting knowledge to the learner
CONCEPT:	A mental construct or image; a categorizing of things in the environment
CONCEPTUAL MODEL:	A description used to help visualize the career education concept
CURRICULUM:	That which is offered for study by a school or school system
EDUCATIONAL IDENTITY:	A perception of oneself in a learning situation
ELEMENTARY SCHOOL:	Generally grades one through six and encompassing career awareness activities
ENTRY LEVEL SKILL:	The lowest level of skill required for job performance
EXPLORATION:	An examination for increased understanding
GOAL:	A broad, timeless, overall aim or effort that is perpetual and ongoing
MIDDLE SCHOOL:	Generally grades four through eight; encompassing career explorative activities
OBJECTIVE:	A short-range, specific, measurable outcome with a minimal performance level and stated time for completion
PSYCHOMOTOR:	The domain of manipulative, motor-skill area referring to the child's awareness knowledge of himself, his movements, and his relationship to his environment
SCHOOL OBJECTIVE:	A specific measurable aim undertaken by a school; a broad description of content and activities which implement sub-goals
SECONDARY EDUCATION:	Usually grades seven through twelve with emphasis on career exploration and specialization
SECONDARY SCHOOL:	Generally grades nine through twelve with specialization in a career cluster
SELF AND SOCIAL FULFILLMENT:	A sense of self and social satisfaction in one's environment
SENSE OF SOCIAL RESPONSIBILITY:	An awareness of how an individual contributes to the overall goals of a democratic society
SPECIALIZATION:	Adaptation to a particular career function or performance of a specific skill
SUB-GOAL:	A specific element of a goal

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GOALS AND OBJECTIVES

•INTRODUCTION•

Career development is a program that integrates learning and doing into a process which leads to the development of positive attitudes toward the personal, psychological, social, and economic significance of work. The programs that provide for this process are called career development, not because the preparation for work should become the sole or even the major focus of education, but because student exploration of career interests, aptitudes, and abilities is a powerful means of effecting a much-needed fusion of reality into the curriculum.

The document, **Career Development in Nevada**, represents a conceptual approach through which the application of proven and experimental ideas and practices can be formalized into a total instructional system. The concept points to the need for change in organizing and teaching for living in the real world. It will also strengthen the approach to and the quality of the entire instructional process. Career Education is flexible and compatible with other educational programs such as Community Education and Adult Education.

Career Development in Nevada: Goals and Objectives, the second document in the series, provides goals, sub-goals, and objectives,* as a framework for the development of a career education curriculum. It is intended to provide a logical goal structure to be used by those in Nevada's school systems who are designing learning experiences in career education.

This material is designed to help curriculum planners (administrators and teachers) as they develop plans for the implementation of a school career development program.

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* The goals and sub-goals in this document are synonymous with fundamental concerns for human development and areas of career experience found in the publication **Career Development in Nevada**, published January, 1973.

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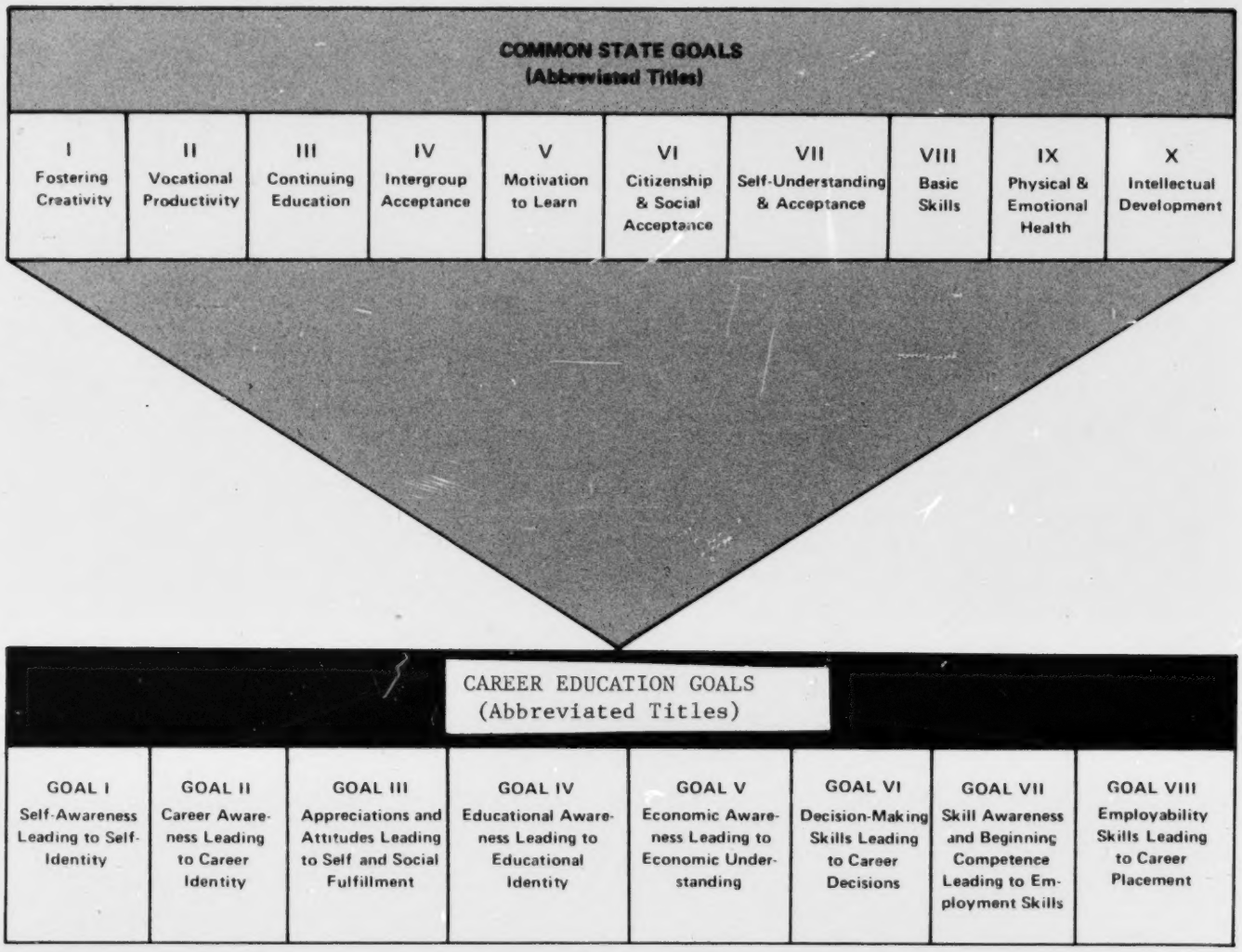
COMMON STATE GOALS AND CAREER EDUCATION GOALS

The Department of Education document, **Common Goals of Nevada Education**, 1971, identifies ten common goals for full education. These statewide goals, common to all Nevada schools, represent an end toward which schools strive, and for which they perform work and render service.


COMMON STATE GOALS
(Abbreviated Titles)
I Fostering Creativity
II Vocational Productivity
III Continuing Education
IV Intergroup Acceptance
V Motivation to Learn
VI Citizenship & Social Acceptance
VII Self-Understanding & Acceptance
VIII Basic Skills
IX Physical & Emotional Health
X Intellectual Development
CAREER EDUCATION GOALS
(Abbreviated Titles)
GOAL I Self-Awareness Leading to Self-Identity
GOAL II Career Awareness Leading to Career Identity
GOAL III Appreciations and Attitudes Leading to Self and Social Fulfillment
GOAL IV Educational Awareness Leading to Educational Identity
GOAL V Economic Awareness Leading to Economic Understanding
GOAL VI Decision-Making Skills Leading to Career Decisions
GOAL VII Skill Awareness and Beginning Competence Leading to Employment Skills
GOAL VIII Employability Skills Leading to Career Placement

The eight Career Education Goals developed in this document are derived from and relate closely to the common goals. The career goal of Awareness, for example, relates not to one but to several common goals, including Fostering Creativity, Citizenship and Social Acceptance, and Self-Understanding and Acceptance. The Career Education goals, then, are not diversions from but are explicitly supportive of the ten common goals for full education.

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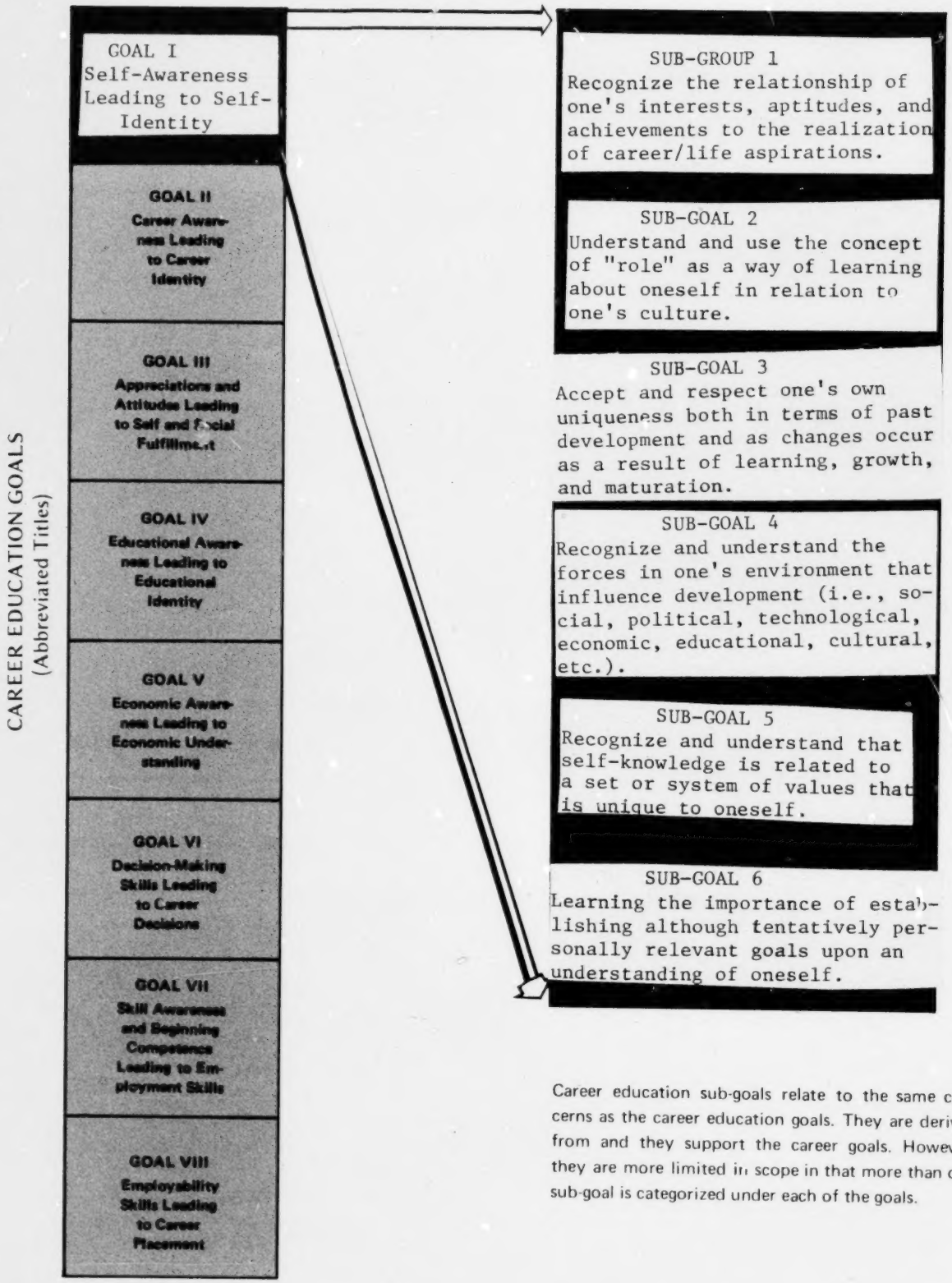
CAREER EDUCATION GOALS AND SUB-GOALS


CAREER EDUCATION GOALS
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GOAL I
Self-Awareness Leading to Self-Identity
GOAL II
Career Awareness Leading to Career Identity
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Appreciations and Attitudes Leading to Self and Social Fulfillment
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GOAL V
Economic Awareness Leading to Economic Understanding
GOAL VI
Decision-Making Skills Leading to Career Decisions
GOAL VII
Skill Awareness and Beginning Competence Leading to Employment Skills
GOAL VIII
Employability Skills Leading to Career Placement
SUB-GROUP 1
Recognize the relationship of one's interests, aptitudes, and achievements to the realization of career/life aspirations.
SUB-GOAL 2
Understand and use the concept of "role" as a way of learning about oneself in relation to one's culture.
SUB-GOAL 3
Accept and respect one's own uniqueness both in terms of past development and as changes occur as a result of learning, growth, and maturation.
SUB-GOAL 4
Recognize and understand the forces in one's environment that influence development (i.e., social, political, technological, economic, educational, cultural, etc.).
SUB-GOAL 5
Recognize and understand that self-knowledge is related to a set or system of values that is unique to oneself.
SUB-GOAL 6
Learning the importance of establishing although tentatively personally relevant goals upon an understanding of oneself.

Career education sub-goals relate to the same concerns as the career education goals. They are derived from and they support the career goals. However, they are more limited in scope in that more than one sub-goal is categorized under each of the goals.

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CAREER EDUCATION SCHOOL OBJECTIVES

GOAL I

Awareness Leading to Self—Identity

SUB-GOAL 1

Recognize the relationship of one's interests, aptitudes, and achievements to the realization of career/life aspirations.

School Objectives For ELEMENTARY AWARENESS	School Objectives For MIDDLE SCHOOL EXPLORATION	School Objectives For SECONDARY AND CONTINUING SPECIALIZATION
1. Elementary students will become aware of their unique abilities, aptitudes, educational strengths, and occupational interests.	1. Middle school students will analyze their strengths, weaknesses, likes, dislikes, and achievements in relation to possible career choices.	1. Secondary and continuing students will utilize their interests, personal achievements, and attitudes to develop occupation and educational goals.
2. Elementary students will differentiate between themselves and others with respect to individual ability, aptitudes, educational strengths, and occupational interests.	2. Middle school students will utilize their analysis of interests, abilities, and personal achievements in selecting occupations to explore.	2. Secondary and continuing students will plan a personal course of study based upon their occupational and educational goals.
3. Elementary students will become aware of the fact that an individual's abilities, aptitudes, educational strengths, and occupational interests may change with growth and development.		3. Secondary and continuing students will analyze their performance in educational and/or vocational programs to indicate affirmation or redirection of their career aims.

School objectives are minimal expectancy statements for individual schools and school districts. They directly support the sub-goals, which in turn directly support the goals. The school objectives are more specific than the goals and sub-goals, and they are measurable on a state or local basis when student performance or classroom level test data is available.

The school objectives are categorized by educational levels. Emphasis is placed on career awareness in the elementary school which includes objectives requiring students to demonstrate a realization, perception, or knowledge of careers. Further, emphasis is placed on career exploration in the middle school which includes objectives requiring students to conduct a systematic search of careers as they relate to the student-identified interests, aptitudes, and abilities. Finally, emphasis is placed on career specialization (vocational and academic) at the secondary level and beyond (universities, community colleges, business, trade and technical schools, etc.) which includes objectives requiring students to acquire particular knowledge and abilities related to their chosen career. While emphasis is placed on awareness at the elementary school level, etc., career awareness is not limited to the elementary school. Awareness objectives may also be pursued at the middle school level and the secondary and continuing school levels. Likewise, exploration objectives may also be pursued at the secondary and continuing school levels.

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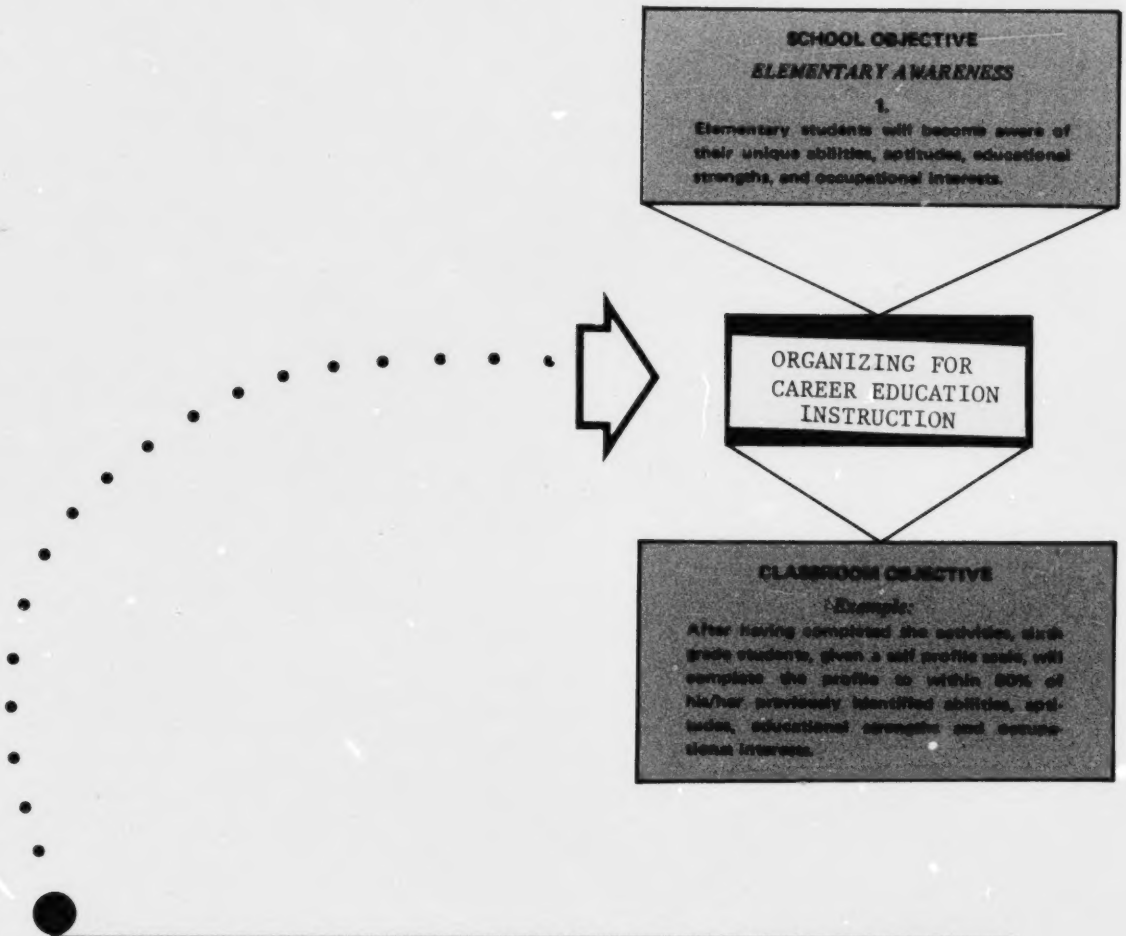
CAREER EDUCATION CLASSROOM OBJECTIVES


SCHOOL OBJECTIVE
ELEMENTARY AWARENESS
1.
Elementary students will become aware of their unique abilities, aptitudes, educational strengths, and occupational interests.
ORGANIZING FOR CAREER EDUCATION INSTRUCTION
CLASSROOM OBJECTIVE
Example:
After having completed the activities, sixth grade students, given a self profile scale, will complete the profile to within 80% of his/her previously identified abilities, aptitudes, educational strengths and occupational interests.

At this point, local educational agencies should select school objectives, assign the responsibility for their instruction, both by level (grade) and subject and begin to write classroom objectives forming the basis for the writing of instructional guides. Here, the agencies should give consideration to the most appropriate location of instruction (home, school, community, and workplace).

To assist in this effort, the State Department of Education has produced the document, Career Development in Nevada: Organizing for Instruction which describes and illustrates a means by which organizing for career education may be accomplished.

THE COMPLETE LIST OF SCHOOL OBJECTIVES BY GOAL AND SUB-GOAL ARE FOUND ON THE FOLLOWING PAGES.

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goal I

SELF AWARENESS LEADING TO SELF-IDENTITY

It is a goal of Career Education that the learner have some knowledge and attitudes about himself, what kind of person he is, and what he hopes to become.

SUB-GOAL 1

Recognize the relationship of one's interests, aptitudes, and achievements to the realization of career or life aspirations.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. become aware of their unique abilities, aptitudes, educational strengths, and occupational interests.
2. differentiate between themselves and others with respect to individual abilities, aptitudes and educational strengths and will realize that occupational interests may change with growth, development.

EXPLORATION

Middle school students will:

1. analyze their strengths, weaknesses, likes, dislikes, and achievements in relation to possible career choices.
2. utilize their analysis of interests, abilities, and personal achievements in selecting occupations to explore.

SPECIALIZATION

Secondary and continuing students will:

1. utilize their interests, personal achievements, and attitudes to develop occupational and educational goals.
2. plan a personal course of study based upon their occupational and educational goals.
3. analyze their performance in educational occupational programs to indicate affirmation or redirection of their career aims.

SUB-GOAL 2

Understand and use the concept of "role" as a way of learning about oneself in relation to one's culture.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. recognize the differences in the role of students and teachers.
2. recognize the various different roles played in a family in order to solve problems and achieve goals.
3. recognize the difference between behavior at home and behavior in other places.
4. identify their role in various situations outside the classroom and family (occupational roles, playgroup roles, team roles, organization roles, volunteer worker roles, etc.).
5. recognize that they are regularly involved in learning new roles as they grow older.

EXPLORATION

Middle school students will:

1. use roles as a means of predicting behavior.
2. recognize the possibility of role conflicts in their lives and in the lives of others.
3. recognize the interlocking structure of roles in society and how the complex of interlocking roles contributes to their way of life.
4. recognize that roles have status and that status is a form of social reward.
5. be able to use their knowledge of roles in analyzing an occupation.

SPECIALIZATION

Secondary and continuing students will:

1. identify career ladders in terms of a succession of related roles.
2. recognize that making an effort to integrate the various roles they choose for themselves around their main values can help them reduce the role conflicts they may have.
3. experience an occupational role of their own.

SUB-GOAL 3

Accept and respect one's own uniqueness both in terms of past development and as changes occur as a result of learning, growth, and maturation.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. identify personal characteristics that make up the self.
2. recognize that each individual is unique and will determine characteristics which differentiate them from others in particular ways.
3. become aware of themselves in relation to their family.
4. be aware of themselves in relation to others in the community outside their families.

EXPLORATION

Middle school students will:

1. become aware of changes which occur in them as they develop and begin to mature.
2. explore their personal physiological changes, capabilities, characteristics and limitations.
3. explore their performance ability in psychomotor tasks.

SPECIALIZAITON

Secondary and continuing students will:

1. become aware of some of their important values and the sources of these values, particularly as they relate to career decisions.

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SUB-GOAL 4

Recognize and understand the forces in one's environment that influence development (i.e., social, peer, political, technological, economic, educational, cultural, etc.).

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
recognize their individuality as worthwhile members of groups.

2.
become aware of the rights and responsibilities they have within their families and school environments.

3.
become aware of the rights and responsibilities they have within various groups.

EXPLORATION

Middle school students will:

1.
become aware of the influence that their participation in various groups has upon their own personal development.

2.
become aware that they are a dynamic part of their environment and that changes in them influence their environment as changes in their environment influence them.

SPECIALIZATION

Secondary and continuing students will:

1.
develop sufficient skills in evaluating themselves in relation to their environment in order to be able to make definitive statements about themselves and their goals.

2.
develop skills which will permit them to evaluate discrepancies between their personal goals and the influences of their environment.

SUB-GOAL 5

Recognize one's own set of values as well as others' values and in relation to what or whom.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
recognize the worth of different value systems.

2.
become aware of the rights and responsibilities they have within their families and school environments.

3.
become aware of the rights and responsibilities they have within various groups.

EXPLORATION

Middle school students will:

1.
recognize that their values are a unique characteristic of their culture.

2.
identify their own cultural values and their origins

3.
be able to recognize and analyze the influence of socio-economic and ethnic factors on their own development.

4.
become aware of their own feeling and the feeling of others as they relate to commonly held beliefs and customs.

5.
recognize that their values determine their emotional responses.

SPECIALIZATION

Secondary and continuing students will:

1.
analyze their own beliefs in terms of their personal values, goals, and objectives.

SUB-GOAL 6

Learn the importance of establishing (although tentatively) personally relevant goals.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
relate their needs to goals.

2.
demonstrate their own ability to set goals in various settings.

3.
demonstrate a knowledge of their own goals.

4.
become aware of the value of acting independently to achieve some goals.

5.
recognize the need to monitor their progress in achieving goals systematically.

6.
learn the importance of establishing (although tentatively) personally relevant goals upon an understanding of oneself.

EXPLORATION

Middle school students will:

1.
become aware of the value of recognizing their personal needs when setting their goals.

2.
become aware of the value of recognizing strengths in self when setting goals.

3.
recognize that setting priorities is an important part of setting and reaching goals.

4.
be able to prepare both short-range and long-range goals.

SPECIALIZATION

Secondary and continuing students will:

1.
recognize the need to evaluate how well they achieve their goals.

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SUB-GOAL 1

Understand the variety and complexity of careers and career opportunities in the world of work.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

explore the various occupations which make up the world of work.

2.

be aware how careers vary on the basis of geographical locations and on the basis of other social and physical factors.

EXPLORATION

Middle school students will:

1.

become oriented to a wide variety of career groupings and begin to explore the types of jobs which make up each.

2.

explore occupations within, and related to, the field of work of their choosing.

3.

know of the existence and importance of the interdependency of jobs within a single organization.

SPECIALIZATION

Secondary and continuing students will:

1.

be familiar with the need for specialization in the world of work.

2.

recognize the factors that influence development of, elimination of, or changes within careers.

SUB-GOAL 2

Understand the way in which careers relate to the goals, needs, and functions of the society.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

understand the term "work" as found in their present environment.

2.

understand the importance of interdependency of workers by relating it to family needs and school needs.

3.

realize that many institutions and organizations exist because of definite needs within the community, i.e., needs to maintain and generate careers and a need to provide special services for the members of a community.

EXPLORATION

Middle school students will:

1.

identify career opportunities within and outside the community.

2.

relate their career choice to the needs of the community.

3.

evaluate job opportunities in their tentative chosen field based upon social and economic trends in their geographic areas and nationally.

4.

anticipate new career opportunities by predicting current trends in technology.

SPECIALIZATION

Secondary and continuing students will:

1.

"read" (assess, analyze, understand) career specialization as related to geographic areas and consumer demands.

2.

understand where the career of their choice fits into their society and community from a social, personal, and economic standpoint.

SUB-GOAL 3

Determine the basic characteristics and qualifications related to preparation for the performance of the major tasks associated with various careers.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

become aware of the different jobs performed by persons working in the school setting.

2.

develop an awareness of the different places of employment in the community and the different kinds of work performed there.

3.

be able to identify some of the instruments (tools) used to perform specific occupational tasks.

EXPLORATION

Middle school students will:

1.

become aware of the relationship between personal aptitudes and success in specific occupational areas.

2.

become aware of the relationship between a worker's "general educational development" and success in specific occupations.

3.

become aware that success in occupations requires the development of related competencies requiring training (learning).

SPECIALIZATION

Secondary and continuing students will:

1.

become aware of personal qualifications which relate to success in specific occupational areas.

2.

become more specifically aware of their interests and aptitudes as they relate to specific careers.

3.

understand the steps necessary to complete their preparation or gain entry into the career of their choice.

SUB-GOAL 4

Understand that careers involve progression through stages of preparation and performance and may involve a change in basic career direction.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware that successful performance of a task requires preparation.

2.

recognize that new careers arise and other careers terminate as a result of new knowledge and technology.

3.

recognize that career changes are possible and probable within one's lifetime occupational experience.

EXPLORATION

Middle school students will:

1.

be able to recognize that different preparation is required for successful performance of different tasks.

2.

recognize the skill and performance requirements of various careers.

3.

recognize that continuous preparation for a task will improve the ability to perform the task.

4.

become aware that present school experiences are (or should be) related to future work experiences.

5.

become aware of the fact that there is a direct correlation between occupational choice and social fulfillment.

SPECIALIZATION

Secondary and continuing students will:

1.

recognize that basic responsibilities and performance standards are needed for success in a variety of tasks.

2.

understand the operation of line and staff functions and their relationship to vertical and horizontal mobility in various career areas.

SUB-GOAL 5

Understand the relationship between an individual's career and his life-style.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

develop an understanding of what their basic needs are as they relate to the classroom, to the home, and to the community.

2.

realize that all careers possess rewards and that all careers play an important function in society.

3.

recognize many of the elements that compose the concept of life-style (e.g., work differences, leisure time hobbies, associations).

EXPLORATION

Middle school students will:

1.

understand that their personal and basic needs change throughout life.

2.

identify basic family needs and how their parents' work helps meet some of these needs.

3.

understand the concept of life-syyle and realize its effects on career selection.

4.

become aware of the benefits, advancement opportunities, and security offered by selected jobs within a chosen career family.

5.

establish a sense of what life-style they would like to have in a realistic context.

SPECIALIZATION

Secondary and continuing students will:

1.

develop the understanding that personal relationships have a major influence on one's career experience.

2.

be aware that rewards in many forms (money, prestige, personal satisfaction, interpersonal relations, etc.) will vary with the requirements of the job.

3.

recognize that career choices involving mobility to meet job responsibilities can cause changes in an individual's life-style.

4.

describe a desirable life-style and determine its relationship to their chosen occupation.

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goal II

CAREER AWARENESS LEADING TO CAREER IDENTITY

It is a goal of Career Education that the learner have some knowledge about attitudes toward and interest in careers.

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goal III

APPRECIATIONS AND ATTITUDES LEADING TO SELF AND SOCIAL FULFILLMENT

It is a goal of Career Education to provide the learner with experiences which allow for self-fulfillment regarding his role and the role of others.

SUB-GOAL 1

Recognize that once a task or job is accepted there are certain responsibilities to oneself and others.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

recognize differences in others and even though their ideas and values vary from their own, demonstrate a respect and tolerance toward those differences.

2.

recognize and appreciate that the value system of others, although being different, is worthy of consideration, and that often it is the basis for interpersonal relationships.

EXPLORATION

Middle school students will:

1.

recognize the consequences of not fulfilling a personal contract or promise.

2.

learn to accept failure when a job is attempted but cannot be completed due to a lack of basic skill or background.

3.

recognize and appreciate a job that is well done by either oneself or others.

SPECIALIZATION

Secondary and continuing students will:

1.

demonstrate responsibility to themselves and others through acceptance and completion of tasks requiring such responsibility.

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SUB-GOAL 2

Recognize differences in others and develop tolerance and flexibility in one's interpersonal relationships.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

recognize that others rely upon individuals to complete acceptable task or job assignments.

2.

understand that a task or job well done is rewarded by one's self-satisfaction as well as by recognition from others.

3.

will appreciate the value and importance of the task or job to oneself and others.

EXPLORATION

Middle school students will:

1.

learn to appreciate and respect others as individuals in their own right and accept ethnic differences in individuals.

2.

value others for themselves and not for their economic differences.

3.

learn tolerance for people of beliefs other than their own.

SPECIALIZATION

Secondary and continuing students will:

1.

identify and respect psychological differences found in interpersonal relationships between and among individuals and groups.

goal IV

EDUCATIONAL AWARENESS LEADING TO EDUCATIONAL IDENTITY

It is a goal of Career Education that the learner have an awareness of the relationship between education and training, whether formal or experienced-based, and the life roles assumed by self and others.

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SUB-GOAL 1

Recognize that learning is a continuous process that occurs both in school as well as outside of school.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware that learning depends in part upon the learner's desire to learn as well as the capability to learn.

2.

understand that learning is based in part on prior experiences.

3.

develop their knowledge of the relationship between what they learned yesterday and what they are learning today.

4.

be aware that learning to learn is a skill in itself.

5.

be aware of the difference between learning facts, learning skills, and learning "habits."

EXPLORATION

Middle school students will:

1.

develop their knowledge and appreciation of everyday learning.

2.

understand that learning is also a leisure-time activity.

3.

understand that learning is, in part, source identification, and that "sources" are related to technology.

SPECIALIZATION

Secondary and continuing students will:

1.

be aware that continued learning is a necessary part of adjustment in life and career.

SUB-GOAL 2

Recognize that one's educational experiences are a part of total career education and development.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be able to relate everyday learning to decision-making.

2.

recognize that school experiences can be relevant to experiences outside the classroom.

3.

understand that learning is a product of in-school and out-of-school experiences and that they can transmit some of the knowledge acquired outside of school to their peers.

EXPLORATION

Middle school students will:

1.

perceive how participation in school classes and activities can apply to their use of time throughout life.

2.

understand relationships between educational (school) experiences and career selection and development.

SPECIALIZATION

Secondary and continuing students will:

1.

understand relationhips between educational (school) experiences and preparation for careers.

SUB-GOAL 3

Recognize that various career directions are related to different types of education preparation.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

know of activities involving reading, writing, and numbers in familiar occupations.

2.

know the functions of the staff members in the school they attend.

3.

develop their knowledge of how some "grown-ups" continue learning.

EXPLORATION

Middle school students will:

1.

understand the relationship between levels of education and levels of employment within a chosen family.

2.

be familiar with the relationship between in-school experiences and career concepts.

3.

understand that different types of educational preparation are necessary for various careers.

4.

understand that proficiency in certain subject areas is necessary for success in certain occupations.

SPECIALIZATION

Secondary and continuing students will:

1.

be able to plan the post-secondary educational experience that will be required for the career of their choice.

SUB-GOAL 4

Recognize the significance of education (i.e., the development of language, computational and reasoning skills, and mastery of content knowledge) as a primary means of achieving career and life-style.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware that their school activities relate to the home activities of themselves and their families.

2.

be aware of the importance of the education of every person to the community, state, and country.

3.

recognize the importance of teamwork as a necessary part of many school and job activities.

EXPLORATION

Middle school students will:

1.

evaluate their progress toward their tentative career goals and assess the suitability of those goals.

2.

be able to correlate skills learned in the classroom to those skills used in some of the jobs of workers in society.

3.

understand how science and technology create, eliminate, affect jobs, goals, and life-styles.

4.

understand educational requirements for entry into occupations within selected career families.

5.

accept simulated experience as a practical means of learning basic job skills and as a means of examining their tentative job choice.

6.

be aware of the relationship between education and career and employment opportunity in other countries.

SPECIALIZATION

Secondary and continuing students will:

1.

select an appropriate high school curriculum in keeping with their tentative career goals.

2.

understand the relationship between education and advancement in a career field.

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goal V

ECONOMIC AWARENESS LEADING TO ECONOMIC UNDERSTANDING

It is a goal of Career Education that the learner gain an economic understanding related to career development and to the community.

SUB-GOAL 1

Understand the range of social and economic costs and benefits associated with various occupational roles.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

recognize the dilemma of unlimited wants and limited resources.

2.

understand that economic rewards (generally money) are exchanged for the effort of work and that the rewards vary with different kinds of work.

3.

understand that one's economic and social needs and wants differ among people and affect their life-styles and values.

4.

be aware of their career interests and desired life-styles through the investigation of the occupational roles.

EXPLORATION

Middle school students will:

1.

be aware of occupational areas which they consider appropriate to their desired life-styles, abilities, and interests.

2.

have some knowledge of the costs involved in terms of time, education, and training needed to enter a particular vocation.

3.

recognize the possible responsibilities and rewards (benefits) in their chosen occupational plans for the future.

SPECIALIZATION

Secondary and continuing students will:

1.

be able to initiate and complete a cost-benefit study in the area of a given or selected occupational role.

SUB-GOAL 2

Understand how economic wealth is accumulated by means other than those related directly to one's occupation and how these may influence one's career and life-style.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

have some knowledge of the concept and principle of investment and interest.

2.

know some reasons for and benefits of some common investments and savings.

3.

know some common reasons for the purchase of insurance.

EXPLORATION

Middle school students will:

1.

be familiar with economic and social factors which determine or affect one's standard of living.

2.

understand the range of social and economic benefits associated with careers of their interest.

3.

recognize that the increased acquisition of material wealth (economic) has associated with it both positive and negative effects.

4.

have some knowledge of the purpose and contributions labor and similar organizations have made toward increasing economic and social benefits for significant numbers of people.

SPECIALIZATION

Secondary and continuing students will:

1.

be able to plan a savings and insurance program based upon given information as to occupation, income, family situation, and desired life-style.

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SUB-GOAL 3

Relate one's economic status to the economic status of the nation, state, and community and understand the possible effects various trends and changes may have on status.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware of the economic interdependence of people and the interrelationship of economic situations in their community, state, and nation.

2.

have some knowledge of the economic concepts and principles relating to nation, state, and community.

3.

have some knowledge of banks and other financial institutions.

4.

have some knowledge of capital management and the monetary system.

5.

be aware of alternate forms of economic exchange (other than monetary).

EXPLORATION

Middle school students will:

1.

have some knowledge of the monetary and economic systems of the nation.

2.

be aware of capital management as a "system" of allocation of limited resources among alternative uses.

3.

be able to apply their knowledge of specialized services available through banks and various types of financial institutions.

4.

be aware that money-substitute services (credit cards) often cost extra money and require a definite responsibility.

5.

be able to apply the basic economic and management system in predicting their present and future situation within their community, state, and nation.

SPECIALIZATION

Secondary and continuing students will:

1.

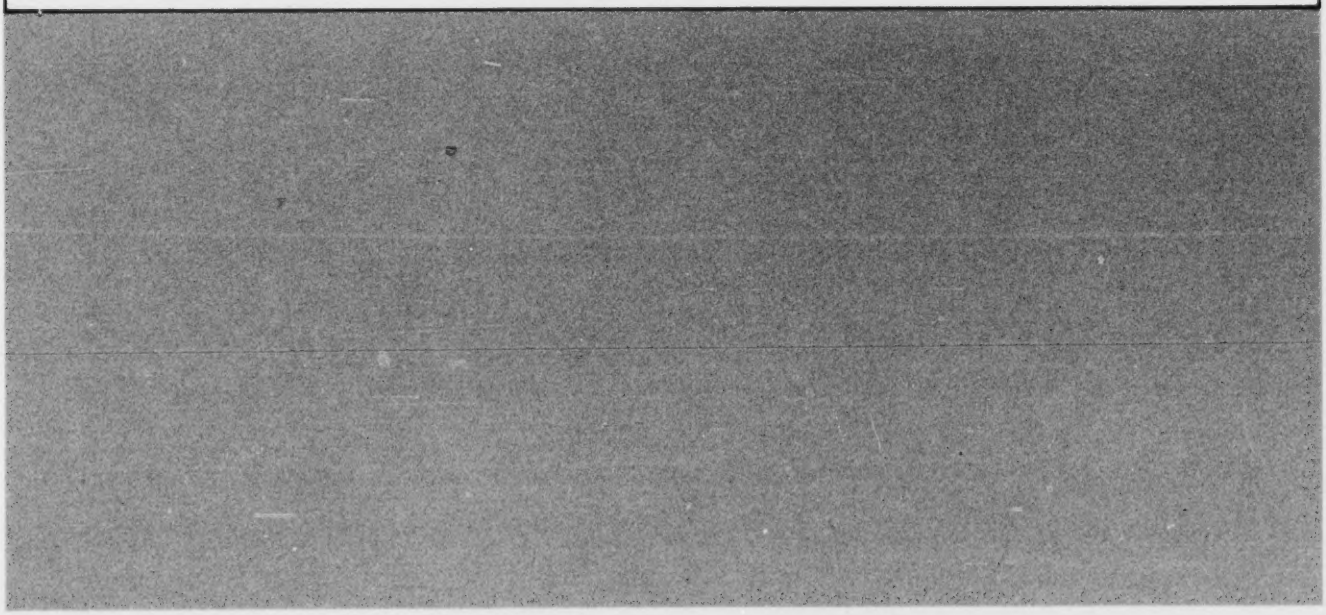
apply their understanding of economic concepts and principles (buying, selling, saving, and borrowing) in various real and simulated situations.

2.

apply their knowledge of financial institutions by real or simulated experiences with the institutions.

3.

develop their knowledge of economic indicators and apply that knowledge to decision-making.



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goal VI

DECISION-MAKING SKILLS LEADING TO CAREER DECISIONS

It is a goal of Career Education that the learner understand decision-making, acquire some decision-making skills, and reach a decision early enough to provide for the development of entry-level skills in a career plan of his choice.

SUB-GOAL 1

Understand that the decision-making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with one's values and goals, and in taking the steps necessary to implement the chosen course of action.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

have skills in recognizing problems, solution formation (hypothesis), identifying logical implications, and testing the solutions by research and application.

2.

recognize that one is responsible for the outcome of one's decisions and that they may affect others.

3.

recognize that a decision may or may not be accepted by others.

4.

be aware of the relative importance among decisions and have knowledge of influences on decisions.

5.

recognize types of gratification and reward as they relate to decision-making and problem solving.

6.

be aware that many kinds of decisions can be tentative and reversible.

EXPLORATION

Middle school students will:

1.

recognize that decisions made will be based upon their values, emotions, and other information present at the moment of the decision.

2.

recognize that previous decisions will affect present and future decisions.

3.

develop a realization that decisions involve risk.

4.

be aware that their skill in decision-making and problem solving affects their psychological well-being (e.g., self concept, life goals, mental health, etc.).

5.

recognize that compromise of personal decisions is often necessary.

6.

recognize the need for constant evaluation and possible revision of decisions.

SPECIALIZATION

Secondary and continuing students will:

1.

demonstrate competency in skills of decision-making through a logical process of problem solution.

2.

be able to identify personal values and characteristics (i.e., interests, aptitudes, skills, physical characteristics, educational achievement, adjustive behavior needs, relationships with others) that influence their decisions, including those of career choice.

3.

utilize a logical decision-making process for social interaction and future plans (long-range and short-range).

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SUB-GOAL 2

Become proficient in the process of identifying, gathering, and using resource information as part of the process of making decisions (related to career choice).

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

have knowledge of work or jobs performed in the home by individual members of the family and themselves.

2.

have knowledge of work performed by people in the immediate neighborhood.

3.

have some knowledge of the occupations found in their community (both service and product oriented).

EXPLORATION

Middle school students will:

1.

be able to pursue an inquiry procedure pertaining to questions on worker functions, worker traits, type of work experience and attitudes toward work.

2.

have some knowledge of how courses and work experiences will meet the needs of occupational preparation.

3.

identify and obtain information about occupations which interest them and those they seem to have the aptitude for based upon their present knowledge and feelings.

SPECIALIZATION

Secondary and continuing students will:

1.

utilize resource information to make decisions on a future educational and occupational plan for grades nine through twelve in pursuit of a career decision.

goal VIII

SKILL AWARENESS AND BEGINNING COMPETENCE LEADING TO EMPLOYMENT SKILLS

It is the goal of Career Education that the learner be aware of the skills needed by workers in certain job roles and career fields.

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SUB-GOAL 1

Develop the planning and process skills required to solve problems logically.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. develop process skills and techniques of problem solving necessary for everyday functioning in the contemporary society.
2. see the need for group participation in the planning process.
3. be aware of the development of a skill from the simple to the complex.
4. be familiar with the requirements of task planning.
5. be aware of the need for resources (materials, skills, assistance) to accomplish objectives and will recognize limiting factors (time, safety) which must be considered in the planning process.

EXPLORATION

Middle school students will:

1. be aware that planning can affect the quality of task production.
2. understand the relationships in sequences of tasks needed to complete assigned projects.
3. be able to plan simple tasks considering necessary time, tools, and materials needed for completion of the task.
4. demonstrate the ability to select tools, materials, and proper group size for use within their selected occupational families.

SPECIALIZATION

Secondary and continuing students will:

1. perceive the relationship of tools and equipment to specific tasks in self-selected families of occupations.
2. be capable of planning and executing an original project, and understand how evaluation and replanning are necessary in the execution process in order to improve the product.

SUB-GOAL 2

Develop an understanding of the material used and skills associated with business, commercial and industrial activity, production, and be competent in the use of the basic tools, equipment, and materials associated with carrying out these skills.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. be aware of some of the skills, (competency, expertise, etc.) that are required in the use of tools, equipment, and materials in the world of work.
2. understand safety as related to tools, equipment, and materials in the world of work.
3. understand the physical aspect (or the importance of maintaining good health, the development of muscular coordination, etc.) in the world of work.

EXPLORATION

Middle school students will:

1. demonstrate the safe use of some tools, equipment, and materials as they relate to safety in the world of work.
2. develop physically (muscular coordination, etc.) as required for the world of work.

SPECIALIZATION

Secondary and continuing students will:

1. understand and utilize the various tools, equipment, and materials used in the career occupation of their choice.

SUB-GOAL 3

Develop an understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational and career roles (i.e., employer, employee, supervisor, workers, associated professional, para-professional, etc.).

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
realize the need for group participation in the planning process.

2.
be aware of the development of skill from the simple to the complex and that basic skills can be adapted.

EXPLORATION

Middle schools will:

1.
be aware of the role that planning can give on the quality and quantity of task production.

2.
demonstrate the ability to select tools, materials, and proper group size for use within their selected occupational families.

SPECIALIZATION

Secondary and continuing students will:

1.
understand the relationship in sequences of tasks and persons needed to complete assigned projects.

2.
perceive the roles of relationships of people to specific tasks in self-selected families of occupations.

3.
be able to evaluate skills they acquired in relation to occupational and career roles.

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SUB-GOAL 4

Develop the educational and occupational competency regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of their interests.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
be able to read at a level commensurate with their intellectual development.

2.
develop and apply the basic computational skills in arithmetic commensurate with their intellectual development.

3.
develop communication skills (writing, speaking) needed in the world of work.

EXPLORATION

Middle school students will:

1.
continue to develop critical thinking skills. The scientific method is a) identify problem; b) assess problem; c) consider possible solutions; d) choose a solution; and e) test solution.

2.
identify and demonstrate entry-level proficiency in communication and computation skills needed in their selected occupational families.

SPECIALIZATION

Secondary and continuing students will:

1.
relate critical thinking skills learned in school to their chosen career.

2.
refine basic chosen occupational skills (communication, computation, science, vocational, etc.).

SUB-GOAL 5

Develop the required entry-level skills appropriate for gainful employment in the area of occupational interest.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.
learn and exercise safety rules for tools they use at school or at home.

2.
develop communication and computation skills necessary to progress at school and at home.

3.
develop physical ability and coordination appropriate to their age and maturity.

4.
begin to recognize the role interpretation plays in communication.

EXPLORATION

Middle school students will:

1.
increase their proficiency in communication skills needed for their selected occupational family.

2.
demonstrate knowledge of safety rules in the occupation of their choice.

3.
continue to perform physical education activities of increasing difficulty and coordination requirements.

4.
begin to develop an entry-level capability for a specific career family.

SPECIALIZATION

Secondary and continuing students will:

1.
develop related knowledge and entry-level skills for a tentative occupational family choice.

2.
recognize the need for a variety of communication skills in selected career clusters.

3.
demonstrate proficiency in communication skills needed in their selected occupational families.

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goal VIII

EMPLOYABILITY SKILLS LEADING TO CAREER PLACEMENT

It is a goal of Career Education that the learner acquire skills having to do with searching for, locating, and obtaining career placement.

SUB-GOAL 1

The learner should recognize and understand the advantages, disadvantages and responsibilities associated with working independently as a member of a cooperative team or in being supervised or directed.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware of the difference between social groups and task groups.

2.

recognize the association between an assigned task, volunteering for a task and responsibility for its completion.

3.

understand the advantages of selecting tasks for which they have preferences.

4.

be introduced to and begin developing basic concepts involving self-development, self-reliance, and self-respect.

5.

be able to perform in a given work situation in a manner which indicates they understand that work effectiveness depends not just on proficiency but on quality of interpersonal relations as well.

6.

understand how to contribute positively to group effort in a work situation by demonstrating ability both to compromise and to exercise influence in the achievement of group goals.

EXPLORATION

Middle school students will:

1.

understand that a group may accomplish some complex tasks by working together, but each person in the group may specialize on a particular part of the group task.

2.

have a knowledge of their avocational pursuits and the implications for career development.

3.

understand the advantages and responsibilities of their career choices.

4.

be aware of and practice the responsibility of working independently.

5.

identify and explore a minimum of three career alternatives.

6.

understand that subject matter competency and preferences for jobs may be related.

7.

understand that work situations may require different adjustment skills.

8.

understand that they will need to adjust to the work settings and supervisors.

SPECIALIZATION

Secondary and continuing students will:

1.

demonstrate an understanding of alternative groupings (appropriate to tasks) and the directed or directing roles within those groupings.

2.

be able to project a career plan that will enable them to pursue an occupation which will fulfill the personal needs and values they consider most important.

3.

be able to understand work as a principal instrument for coping with and changing their own environment.

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SUB-GOAL 2

The learner should relate information about one's interests, aptitudes, and qualifications for selecting, learning, or performing duties or occupational roles assigned or chosen.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

identify personal characteristics in their relations with other people as these are relevant to work at home and at school.

2.

be able to identify work activities and experiences at home and at school.

3.

be able to identify themselves, their abilities, interests, values, and liabilities.

4.

understand the need for positive attitudes toward self, others, and work.

EXPLORATION

Middle school students will:

1.

increase their understanding of the complexity of the decision-making process in career choice.

2.

utilize their knowledge of themselves and the knowledge of job performance requirements in selecting potential occupational areas.

3.

complete application procedures.

SPECIALIZATION

Secondary and continuing students will:

1.

communicate accurate and sufficient personal data when writing a resume and application form.

2.

complete the requirements for securing a job utilizing personal data.

3.

evaluate their chances of success in a chosen career by using knowledge of their personal characteristics to make their evluation, and then to plan accordingly.

4.

be able to present an accurate and complete description of education, training, experience, and related personal data to potential employers through a variety of delivery systems (interviews, tests, applications, etc.).

SUB-GOAL 3

Develop the basic work habits and attitudes regarded as necessary for entry into and performance in the occupation and career of their choice.

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1.

be aware of those personal attitudes and habits that result in the performance of responsibilities and tasks.

2.

begin to develop behavior and skills needed for the world of work.

3.

develop an understanding of responsibility and the importance of being on time.

4.

develop an awareness of the need to follow oral and written instructions.

EXPLORATION

Middle school students will:

1.

develop a further understanding of the effect of a person's appearance and behavior on the way others relate to him.

2.

become aware of the personal attitudes and skills associated with certain occupations or jobs.

3.

utilize the knowledge that occupational studies should open many career avenues which can lead to development of wider interests and subsequently individual exploration.

SPECIALIZATION

Secondary and continuing students will:

1.

have and utilize the skills necessary for job or career entry and general employability.

2.

demonstrate appropriate social communication, writing, and research skill for career interview and placement.

3.

be able to make career plans which take into account the fact that technology and automation influence changes and may create the need for transferable skills.